

FORMING A FOUNDATION FOR READING

Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence, and connected text levels across content areas that include multicultural texts.

Grade 9	Grade 10	Grade 11	Grade 12
RD-H9-1.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2	RD-H10-1.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2	<i>RD-H10-1.1</i> <i>Students will interpret literal or non-literal meanings of words in a passage. DOK 2</i>	<i>RD-H10-1.1</i> <i>Students will interpret literal or non-literal meanings of words in a passage. DOK 2</i>
<i>RD-H9-1.2</i> <i>Students will make predictions based on what is read. DOK 2</i>	RD-H10-1.2 Students will make predictions based on what is read. DOK 2	<i>RD-H11-1.2</i> <i>Students will make predictions based on what is read. DOK 2</i>	<i>RD-H12-1.2</i> <i>Students will make predictions based on what is read. DOK 2</i>
<i>RD-H9-1.3</i> <i>Students will formulate questions to guide reading. DOK 2</i>	<i>RD-H10-1.3</i> <i>Students will formulate questions to guide reading. DOK 2</i>	<i>RD-H11-1.3</i> <i>Students will formulate questions to guide reading. DOK 2</i>	<i>RD-H12-1.3</i> <i>Students will formulate questions to guide reading. DOK 2</i>
RD-H9-1.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2	RD-H10-1.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2	<i>RD-H10-1.4</i> <i>Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2</i>	<i>RD-H10-1.4</i> <i>Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2</i>

DEVELOPING AN INITIAL UNDERSTANDING			
Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.			
Grade 9	Grade 10	Grade 11	Grade 12
RD-H9-2.1 Students will paraphrase information in a passage. DOK 2	RD-H10-2.1 Students will paraphrase information in a passage. DOK 2	<i>RD-H11-2.1</i> <i>Students will paraphrase information in a passage. DOK 2</i>	<i>RD-H12-2.1</i> <i>Students will paraphrase information in a passage. DOK 2</i>
RD-H9-2.2 Students will identify essential information from a passage needed to accomplish a task. DOK 1	RD-H10-2.2 Students will identify essential information from a passage needed to accomplish a task. DOK 1	<i>RD-H11-2.2</i> <i>Students will identify essential information from a passage needed to accomplish a task. DOK 1</i>	<i>RD-H12-2.2</i> <i>Students will identify essential information from a passage needed to accomplish a task. DOK 1</i>
RD-H9-2.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2	RD-H10-2.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2	<i>RD-H11-2.3</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2</i>	<i>RD-H12-2.3</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2</i>
<i>RD-H9-2.4</i> <i>Students will follow the sequence of information from a passage. DOK 1</i>	<i>RD-H10-2.4</i> <i>Students will follow the sequence of information from a passage. DOK 1</i>	<i>RD-H11-2.4</i> <i>Students will follow the sequence of information from a passage. DOK 1</i>	<i>RD-H12-2.4</i> <i>Students will follow the sequence of information from a passage. DOK 1</i>
RD-H9-2.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2	RD-H10-2.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2	<i>RD-H11-2.5</i> <i>Students will interpret concrete or abstract terms using context from the passage. DOK 2</i>	<i>RD-H12-2.5</i> <i>Students will interpret concrete or abstract terms using context from the passage. DOK 2</i>
RD-H9-2.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3	RD-H10-2.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3	<i>RD-H11-2.6</i> <i>Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3</i>	<i>RD-H12-2.6</i> <i>Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3</i>

RD-H9-2.7 Students will analyze or evaluate the effectiveness of literary elements (e.g., characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3	RD-H10-2.7 Students will analyze or evaluate the effectiveness of literary elements (e.g., characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3	<i>RD-H11-2.7</i> <i>Students will analyze or evaluate the effectiveness of literary elements (e.g., characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3</i>	<i>RD-H12-2.7</i> <i>Students will analyze or evaluate the effectiveness of literary elements (e.g., characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3</i>
RD-H9-2.8 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3	RD-H10-2.8 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3	<i>RD-H11-2.8</i> <i>Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3</i>	<i>RD-H12-2.8</i> <i>Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3</i>

INTERPRETING TEXT			
Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.			
Grade 9	Grade 10	Grade 11	Grade 12
RD-H9-3.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3	RD-H10-3.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3	<i>RD-H11-3.1</i> <i>Students will analyze how a conflict in a passage is resolved. DOK 3</i>	<i>RD-H12-3.1</i> <i>Students will analyze how a conflict in a passage is resolved. DOK 3</i>
<i>RD-H9-3.2</i> <i>Students will identify or explain an author's purpose in a passage. DOK 2</i>	RD-H10-3.2 Students will identify or explain an author's purpose in a passage. DOK 2	<i>RD-H11-3.2</i> <i>Students will analyze an author's purpose in a passage. DOK 3</i>	<i>RD-H12-3.2</i> <i>Students will analyze an author's purpose in a passage. DOK 3</i>
RD-H9-3.3 Students will explain an author's position based on evidence in a passage. DOK 2	RD-H10-3.3 Students will explain an author's position based on evidence in a passage. DOK 2	<i>RD-H11-3.3</i> <i>Students will explain an author's position based on evidence in a passage. DOK 2</i>	<i>RD-H12-3.3</i> <i>Students will explain an author's position based on evidence in a passage. DOK 2</i>
<i>RD-H9-3.4</i> <i>Students will accept or reject an argument, giving supporting evidence from the passage. DOK 3</i>	RD-H10-3.4 Students will accept or reject an argument, giving supporting evidence from the passage. DOK 3	<i>RD-H11-3.4</i> <i>Students will accept or reject an argument, giving supporting evidence from the passage. DOK 3</i>	<i>RD-H12-3.4</i> <i>Students will accept or reject an argument, giving supporting evidence from the passage. DOK 3</i>
<i>RD-H9-3.5</i> <i>Students will analyze an argument giving supporting evidence from the passage. DOK 3</i>	RD-H10-3.5 Students will analyze an argument giving supporting evidence from the passage. DOK 3	<i>RD-H11-3.5</i> <i>Students will evaluate an argument giving supporting evidence from the passage. DOK 3</i>	<i>RD-H12-3.5</i> <i>Students will evaluate an argument giving supporting evidence from the passage. DOK 3</i>

DRAFT – High School Subject Area Core Content for Assessment – DRAFT
Assessment Contractor Version

-- August 2, 2005

<i>RD-H9-3.6</i> <i>Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3</i>	RD-H10-3.6 Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3	<i>RD-H11-3.6</i> <i>Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3</i>	<i>RD-H12-3.6</i> <i>Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3</i>
RD-H9-3.7 Students will analyze or evaluate the use of supporting details as they relate to the author's message. DOK 3	RD-H10-3.7 Students will analyze or evaluate the use of supporting details as they relate to the author's message. DOK 3	<i>RD-H11-3.7</i> <i>Students will analyze or evaluate the use of supporting details as they relate to the author's message. DOK 3</i>	<i>RD-H12-3.7</i> <i>Students will analyze or evaluate the use of supporting details as they relate to the author's message. DOK 3</i>
<i>RD-H9-3.8</i> <i>Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage. DOK 3</i>	RD-H10-3.8 Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage. DOK 3	<i>RD-H11-3.8</i> <i>Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage. DOK 3</i>	<i>RD-H12-3.8</i> <i>Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage. DOK 3</i>
RD-H9-3.9 Students will explain the appropriateness of an argument for an intended audience. DOK 3	RD-H10-3.9 Students will explain the appropriateness of an argument for an intended audience. DOK 3	<i>RD-H11-3.9</i> <i>Students will explain the appropriateness of an argument for an intended audience. DOK 3</i>	<i>RD-H12-3.9</i> <i>Students will explain the appropriateness of an argument for an intended audience. DOK 3</i>

REFLECTING AND RESPONDING TO TEXT

Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.

Grade 9	Grade 10	Grade 11	Grade 12
RD-H9-4.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). DOK 3	RD-H10-4.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). DOK 3	<i>RD-H11-4.1</i> <i>Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text) DOK 3</i>	<i>RD-H12-4.1</i> <i>Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). DOK 3</i>
<i>RD-H9-4.2</i> <i>Students will use evidence from a passage to formulate opinions in response to a reading passage. DOK 3</i>	<i>RD-H10-4.2</i> <i>Students will use evidence from a passage to formulate opinions in response to a reading passage. DOK 3</i>	<i>RD-H11-4.2</i> <i>Students will use evidence from a passage to formulate opinions in response to a reading passage. DOK 3</i>	<i>RD-H12-4.2</i> <i>Students will use evidence from a passage to formulate opinions in response to a reading passage. DOK 3</i>

DEMONSTRATING A CRITICAL STANCE			
Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of features such as irony, humor, and organization.			
Grade 9	Grade 10	Grade 11	Grade 12
RD-H9-5.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3	RD-H10-5.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3	<i>RD-H11-5.1</i> <i>Students will compare and contrast the characteristics of a variety of literary genres. DOK 3</i>	<i>RD-H12-5.1</i> <i>Students will compare and contrast the characteristics of a variety of literary genres. DOK 3</i>
RD-H9-5.2 Students will analyze the author's use of literary devices in a passage (e.g. symbolism, irony, analogies, imagery, figurative language). DOK 3	RD-H10-5.2 Students will analyze the author's use of literary devices in a passage (e.g. symbolism, irony, analogies, imagery, figurative language). DOK 3	<i>RD-H11-5.2</i> <i>Students will analyze the author's use of literary devices in a passage (e.g. symbolism, irony, analogies, imagery, figurative language). DOK 3</i>	<i>RD-H12-5.2</i> <i>Students will analyze the author's use of literary devices in a passage (e.g. symbolism, irony, analogies, imagery, figurative language). DOK 3</i>
<i>RD-H9-5.3</i> <i>Students will critique the author's word choice, style, or content. DOK 3</i>	RD-H10-5.3 Students will critique the author's word choice, style, or content. DOK 3	<i>RD-H11-5.3</i> <i>Students will critique the author's word choice, style, or content. DOK 3</i>	<i>RD-H12-5.3</i> <i>Students will critique the author's word choice, style, or content. DOK 3</i>
RD-H9-5.4 Students will compare or contrast elements, views, ideas, or events presented in one or more passages. DOK 4	RD-H10-5.4 Students will compare or contrast elements, views, ideas, or events presented in one or more passages. DOK 4	<i>RD-H11-5.4</i> <i>Students will compare or contrast elements, views, ideas, or events presented in one or more passages. DOK 4</i>	<i>RD-H12-5.4</i> <i>Students will compare or contrast elements, views, ideas, or events presented in one or more passages. DOK 4</i>
<i>RD-H9-5.5</i> <i>Students will analyze the ways in which similar themes or ideas are developed in more than one text. DOK 4</i>	RD-H10-5.5 Students will analyze the ways in which similar themes or ideas are developed in more than one text. DOK 4	<i>RD-H11-5.5</i> <i>Students will analyze the ways in which similar themes or ideas are developed in more than one text. DOK 4</i>	<i>RD-H12-5.5</i> <i>Students will analyze the ways in which similar themes or ideas are developed in more than one text. DOK 4</i>

<i>RD-H9-5.6</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. DOK 3</i>	<i>RD-H10-5.6</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. DOK 3</i>	<i>RD-H11-5.6</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. DOK 3</i>	<i>RD-H12-5.6</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. DOK 3</i>
RD-H9-5.7 Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader's understanding of a passage. DOK 3	RD-H10-5.7 Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader's understanding of a passage. DOK 3	<i>RD-H11-5.7</i> <i>Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader's understanding of a passage. DOK 3</i>	<i>RD-H12-5.7</i> <i>Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader's understanding of a passage. DOK 3</i>
RD-H9-5.8 Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3	RD-H10-5.8 Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3	<i>RD-H11-5.8</i> <i>Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3</i>	<i>RD-H12-5.8</i> <i>Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3</i>